R E P O R T R E S U M E S

ED 013 183

RE 000 301

INTERDISCIPLINARY MULTI-FACET READING PROGRAM. INTERIM GRANT PERIOD REPORT.

SOUTH-WESTERN CITY SCHOOL DIST., GROVE CITY, OHIO

PUB DATE 15 JAN 67

GRANT OEG-3-7-002060-0118

EDRS PRICE MF-$0.50 HC-$2.52 63P.

DESCRIPTORS- *FEDERAL PROGRAMS, *READING PROGRAMS, *ELEMENTARY SCHOOLS, *READING INSTRUCTION, READING ACHIEVEMENT, SPECIAL SERVICES, *DEMONSTRATION PROJECTS, CLASSROOM TECHNIQUES, GROVE CITY, OHIO,

AN INTERIM REPORT OF THE PROGRESS OF THE INTERDISCIPLINARY MULTI-FACET READING PROGRAM IN GROVE CITY, OHIO, IS PRESENTED. THE EVALUATIVE PROCEDURES AND TENTATIVE CONCLUSIONS ARE DISCUSSED. SOME OF THE PURPOSES OF THE PROJECT ARE TO DEVELOP DISCRIMINATING READERS, TO PROVIDE A GREATER QUANTITY AND VARIETY OF MATERIALS FOR PUPILS IN ELEMENTARY SCHOOLS, TO INCREASE SPECIAL SERVICES, AND TO DEVELOP EFFECTIVE HOME-SCHOOL-COMMUNITY RELATIONS. OBJECTIVE AND SUBJECTIVE EVALUATION TECHNIQUES ARE DESCRIBED. NINETEEN APPENDIXES WHICH REPORT ADDITIONAL DATA ON STANDARDIZED TESTING, SPECIAL READING SERVICES, COUNSELING AND GUIDANCE SERVICES, TEAM TEACHING, THE COST OF PROJECT EVALUATION, AND SO FORTH, ARE INCLUDED. (BK)

67-04305-0

ED013183

RE 000 301

Interim Grant Period Report

INTERDISCIPLINARY MULTI-FACET READING PROGRAM

ESEA Title III PACE Project No. 66-2060

Presented to

Director

Division of Plans and Supplementary Centers

Office of Education

400 Maryland Avenue, S.W.

Washington, D. C. 20202

January 15, 1967

South-Western City School District Paul C. Hayes, Superintendent

3708 South Broadway

Grove City, Ohio 43123

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CONTENTS

NARRATIVE

Identification Data 1

1. Effect of the Project 2

2. Comparison of Project Endeavors with Expectations 6

3. Greatest Change Resulting from the Project 8

4. Effect of the Project on Cooperating Agencies 9

5. Dissemination of Information 11

6. Methods and Procedures for Continuing the Project without Federal Support 14

7. Costs for Grant Period the Narrative Report Covers 15

APPENDICIES 16

Appendix A Evaluator-Consultant Reports 17

Appendix B Standarized Test Data 23

Appendix C Subjective Evaluation of Multi-Sensory Kindergarten 24

Appendix D Special Reading Services Report 27

Appendix E Circulation Report for Materials in the Learning Center 28

Appendix F Counseling-Guidance Services Report 29

Appendix G Pre-School Workshop Evaluation 31

Appendix H Case Conferences (C-Groups) 35

Appendix I Teacher Self-Report Form 38

Appendix J Team Teaching 39

Appendix K Cost of Project Evaluation 40

Appendix L Sister Miriam Claire, S.S.J. (Letter) 41

Appendix M Dr. Marcel Hundziak (Letter) 42

Appendix N School Management (Letter) 43

Appendix O International Reading Association (Letter) 44

Appendix P The Year of the Non-Conference (Letter) 45

Appendix Q Interdisciplinary Multi-facet Reading Program - (Brochure) 46

Appendix R Board Report 47

Appendix S Dr. Martha Dallman (Letter) 52

IDENTIFICATION DATA

Name and Address of Agency:

South-Western City School District
3708 South Broadway
Grove City, Ohio 43123

Project Number:

#66-2060

Grant Number:

#OEG-3-7-002060-0118

State:

Ohio

Grant Period:

August 1, 1966 to July 31, 1967

(Note: This interim evaluation Report will follow the outline for PART II - NARRATIVE REPORT on page 64 of A MANUAL FOR PROJECT APPLICANTS.)

1. Effect of the Project

(a) Introduction:

This interim report will present information concerning the effect of the operational activities of the "Interdisciplinary Multi-facet Reading Program" at Monterey Elementary School, Grove City, Ohio. The material presented in this report will indicate the type of evaluation procedures now being used; however, it will not state final conclusions. Some tentative conclusions must be made in order to give the reader an accurate impression of the progress of the project.

(b) Major Purposes:

The following section is quoted from page seven of the project proposal and indicates the major project objectives.

"II. PURPOSES OF THE PROPOSED PROJECT

As a result of the preceding assumptions, it is concluded that the basic approach to helping children learn to read must be both interdisciplinary and multi-facet. Therefore, the purposes of the proposed program are:

A. To provide a reading program that will develop thoughtful and discriminating readers, who view reading as one important aspect of communication.

B. To provide a greater quantity and variety of learning materials for pupils in Grades K through 6.

C. To provide increased services of specialists in discovering and assessing the needs of pupils, and planning educational opportunities which are appropriate for the pupils' social, psychological and physiological conditions.

D. To provide opportunities for developing effective home-school-community relations.

E. To provide assistance to teachers by developing their insight into the learning needs of children, increasing their knowledge of the reading process and improving their effectiveness in the classroom techniques.

F. To provide additional staff and change the organization procedures in order to increase the time teachers have for teaching.

G. To provide an opportunity for teachers, student teachers and other interested people to observe the program.

H. To provide a means for effectively disseminating information about the program.

I. To provide a means for effectively planning a demonstration project in reading at the junior high school level.

J. To provide for further evaluation of the planning (PhaseI) of the demonstration project in reading at the elementary school level."

(c) Techniques of Evaluation:

The specific techniques of evaluation are listed on pages 73-76 of the project proposal. The following methods and techniques are being used to measure the effectiveness of the various aspects of the project.

(1) Evaluator-consultants are employed to observe and report their judgements and impressions of various project activities. This includes six outside experts; three from the areas of reading and teacher education, one from library science, one from remedial reading and one from counseling and guidance.

(2) Standardized achievement tests are administered to pupils for measuring changes in pupils' reading ability.

(3) Inventories of reading attitude and interest are administered to pupils to appraise changes in pupil attitudes and interests toward reading.

(4) Group meetings are held with teachers for obtaining the judgements and opinions of teachers.

(5) Individual interviews are held with teachers to obtain their impressions of the effect of project activities.

(6) Self-report forms are completed by teachers for obtaining their continuing comments about the project activities.

(7) Inventory cards are kept for each child in order to appraise the quantity and quality of books read by each pupil.

(d) Results of Evaluation:

The following section will list the data presently available for evaluating the specific areas of the project. Each major feature of the project will be listed. References to data included in the appendices will appear below each listing.

(1) Multi-facet Reading Program. The information available in this area at this time includes (a) consultant evaluation reports (Appendix A) and (b) teacher judgements. Standardized test data is available (Appendix B), but post testing will not occur until later in the project; thus, only pre-testing data is listed.

(2) Learning Center. The structured interviews with randomly selected pupils and the administration of a questionnaire to all pupils have not been completed. A summary of the monthly circulation reports is the only data available at this time. A copy of this summary appears in Appendix E.

(3) Reading Readiness Program. This part of the project is primarily under the direction of the school psychologist. Her subjective evaluation of the project to this point and plans for final evaluation are included in Appendix C.

(4) Special Reading Services. A summary report of the special reading services appears in Appendix D. The report of the consultant-evaluator and statistical information concerning changes in pupil test scores are not presently available.

(5) Counseling and Guidance. Dr. Car Foster recently spent a day observing and investigating the counseling and guidance program, but his report is not yet available. A summary report of counseling and guidance activities is presented in Appendix F.

(6) In-service Education. An evaluation of the pre-school workshop has been made. This report appears in Appendix G. An evaluation of the group meeting is also in process and preliminary conclusions are available. (See Appendix H) A copy of the modified Seegars and McDonald instrument used in this evaluation is included in Appendix H. A compilation of positive and negative teachers' comments concerning interdisciplinary seminars and sharing sessions is being obtained on the Self-report Form. A copy of the Self-report Form is included in Appendix I. Teachers have also been given the San Diego Teacher Inventory of Approaches to Teaching Reading. A post test will be given at the end of this school year.

(7) Team Teaching. One evaluator-consultant has met with the team and at this time no written report is available. A general summary of interviews with team members appears in Appendix J.

(8) Observation, Visitation and Dissemination. These areas are being continuously evaluated. The effectiveness of each area will be discussed in a later section of this report (5. Dissemination of Information).

(e) Cost of Evaluation:

The cost of evaluation procedures through December, 1966, is approximately $775.00. The total cost of evaluation is expected to be nearly $1,300.00. (See Appendix K)

2. Comparison of Project Endeavors with Expectations

Following is a brief description of the project endeavors in which anticipated results have met the expectations, exceeded expectations or not measured up to expectations.

(a) Endeavors in which the results have met expectations include:

(1) Counseling and Guidance Program. The services of a full-time counselor to 600 pupils and 21 teachers are becoming an integral part of the total program.

(2) Special Reading Services. The services provided by the special reading teacher are presently available to over 50 pupils.

(3) Diagnostic Teaching. Special efforts in observing and evaluating pupil behavior are proving beneficial.

(4) Use of Interdisciplinary Consultants. The services of an ophthalmologist has enhanced the vision screening program.

(5) Interdisciplinary Seminars. Teachers are being exposed to a variety of viewpoints concerning child growth and development, classroom management and motivation.

(6) Services of the Reading Coordinator. Special emphasis has been given to consulting with the ten first-year teachers.

(7) Observations and Visitations. Future improvements in this area will include the use of specially prepared audio-visual materials.

(8) Teacher Aide. The role of the teacher aide in team teaching is presently being developed.

(9) Parent Education. Parent groups will meet informally to discuss such topics as "The Working Mother" and "Your Child and His Playmates".

(b) Endeavors in which anticipated results have exceeded expectations include:

(1) Language Experience Approach to Reading Instruction. Pupils have developed a high level of interest and enthusiasm for learning to read and reading.

(2) Learning Center Use by Pupils. Circulation reports are high.

(3) Pre-School Workshop. Teacher acceptance of this experience was nearly unanimous.

(4) C-groups. A very effective in-service technique stimulating sharing and child study has been developed.

(5) Teachers' Professional Library. The amount of teacher professional reading is much greater than in previous years.

(6) Use of Staff Secretary. Most teachers feel this is "one of the best" new services provided by Title III.

(7) Dissemination of Information. Requests for information and acceptance of articles for publication have exceeded expectations.

(c) Endeavors in which anticipated results have not measured up to expectations include:

(1) Team Teaching. This pilot project in grades 5 and 6 has been hampered by inadequate facilities.

(2) Learning Center Facilities. Increases in school enrollment has caused the Learning Center to be located in a section of the gymnasium.

(3) Teacher-Librarian Planning. Lack of released time for planning conferences between teacher and librarian has hindered the effectiveness of classes using the Learning Center.

3. Greatest Change Resulting From the Project

The greatest effect of the project on the educational institution will be reported by discussing the change at Monterey Elementary School and the change upon South-Western City School District.

(a) Monterey Elementary School:

The greatest change at Monterey Elementary School is an increase in the interest and enthusiasm of the pupils, teachers and administrators for teaching and learning. As a result of the opportunities provided by this project, teachers seem more aware of children's needs and interests. They also are more aware of new materials and techniques available to assist children's learning. There seems to be a greater awareness of the aspects of learning and a greater willingness to provide for individual learning experiences. Teachers seem more flexible and more secure in their teaching activities and decisions. There is an atmosphere of confidence and professionalism in the building which promotes a climate for learning, sharing and changing. This climate is serving to upgrade the level of teaching, especially among beginning teachers.

(b) South-Western City School District:

The greatest effect of the Interdisciplinary Multi-facet Reading Program on the policies and procedures of the total school district is in the area of staff growth and development activities. Teachers throughout the district, because of involvement in Title III conferences and programs, are demanding the opportunity to meet and consult with authorities in their field. New interest has developed in in-service education. A district publication, the first of its kind, lists and describes the opportunities available to teachers in the area of in-service education. New techniques of "teaching teachers" are being sought and teachers are responding by participating in planning and conducting professional growth activities.

4. Effect of the Project on Cooperating Agencies

(a) List of community agencies that have cooperated in the project:

Our Lady of Perpetual Help School
3380 North Broadway
Grove City, Ohio 43123

Children's Hospital
561 South 17th Street
Columbus 5, Ohio

Monterey Parent Teacher Association
584 Dennis Lane
Grove City, Ohio 43123

Diocesan Child Guidance Center
840 West State Street
Columbus, Ohio

Title I, ESEA
South-Western City School District
Grove City, Ohio 43123

(b) The cooperation with Our Lady of Perpetual Help School has resulted in teachers from this nonpublic school attending interdisciplinary seminars, borrowing materials from the professional library and consulting with the specialists from the public school. (See Appendix L)

Efforts to work cooperatively with Children's Hospital have resulted in contact between Dr. Philip Ambuel, Chief of Pediatrics, and the Title III project supervisor. Two staff members will speak at the January "Grand Rounds" Program at Children's Hospital. Plans are also being made for medical students and residents to observe classroom activities in the Monterey Elementary School.

Cooperation with the Parent Teacher Association has resulted in a planned series of parent discussion group meetings. (See Appendix F) Members of the PTA have also been involved in advisory committee meetings.

The results of cooperation with the Diocesan Child Guidance Center are illustrated in Appendix M. Dr. Marcel Hundziak has agreed to serve the project in an advisory capacity and has visited and observed classrooms at Monterey Elementary School. Three meetings have been held between the Diocesan Child

Guidance Center staff and Title III staff for the purpose of exploring cooperative research.

Cooperation with Title I, ESEA has resulted in sharing the services of university consultants, traveling together to attend meetings and presenting professional programs cooperatively. The following is an agenda of a program planned especially for Title I staff members by Title III teachers.

October 21, 1966
PROGRAM FOR TITLE I

12:00 - 1:00	Lunch in Speech and Hearing Room and discuss the Title III Program - Mr. Esporite, Project Supvr.
1:00 - 1:30	Tour building with Mr. Esporite
1:00 - 3:00*	Bookmaking demonstration and discussion of children as authors - Mrs. Bailey, Librarian, and Miss Bennett, Special Reading Teacher

*Teachers from Title I should supply their own cloth, needles and thread.

Title III will provide mounting tissue, rulers, backing, scissors and irons.

Although Ohio Wesleyan University is not located in the immediate area, the Monterey Elementary School is serving as a visitation center for students in Education at Ohio Wesleyan University. This cooperative relationship has developed since the inception of the ESEA Title III Project at the Monterey School. Dr. Martha Dallmann, Professor of Education, has been responsible for arranging this pre-service education opportunity for students. (See Appendix S)

5. Dissemination of Information

(a) Introduction:

A variety of procedures has been used to disseminate information about the Interdisciplinary Multi-facet Reading Program at Monterey Elementary School on a district, state and national level.

(b) Requests for Information:

The Title III Program at Monterey Elementary School has received 58 requests for information about the total program from 23 states and the District of Columbia.

(c) Visitors to the Monterey Elementary Demonstration School:

For the months of November and December, the school has had 247 visitors of which 122 were from our local district. There were also 37 visitors representing 14 different school districts. Classes from The Ohio State University and Ohio Wesleyan University have involved 66 student visitors. Three supervisors from the State Department have visited the program. There have been many visitors of note including the following:

Dr. Steve Dobson
Chief Psychologist
Child Guidance Center
Columbus, Ohio

Dr. James Laffey
Associate Professor
Indiana University

Imogene Cole
President-Elect
Ohio Dept. of Elementary
School Principals

Robert L. Croye
Representative of the
TEPS Commission
Ohio Education Association
Columbus, Ohio

Dr. Albert Shuster
Chairman
Dept. of Elem. Education
Ohio University
Athens, Ohio

Dr. Marcel Hundziak
Director
Child Guidance Center
Columbus, Ohio

Dr. Hugh Missildine
Child Psychiatrist
Columbus, Ohio

Dr. George Hill
Professor Emeritus
Ohio University
Athens, Ohio

(d) Articles and Conferences:

To facilitate the dissemination of information on a state and national

level, members of the Title III staff have submitted articles to professional periodicals and have agreed to serve on conference programs. Included among these activities are:

(1) An article submitted to School Management. (See Appendix N)

(2) A presentation at the State-Wide Conference on Educational Leadership for the State of Ohio, Columbus, October 5, 6, and 7, 1966.

(3) A presentation at the International Reading Association Convention in May, 1967 (See Appendix O).

(4) An application to serve as a TEPS Demonstration Center for The Year of The Non-Conference has been filed. (See Appendix P)

(e) Publications:

A brochure describing the major aspects of the Interdisciplinary Multi-facet Reading Program was prepared by the Title III staff for mailing and distribution. (See Appendix Q) This brochure was mailed to 257 superintendents, supervisors and principals of school districts in Franklin County, Ohio and surrounding areas. This brochure is also given to visitors to the project.

Additional mimeographed handouts have been prepared for observers and visitors. The cost of dissemination is shown in the chart below.

Professional printing of 1500 brochures	$150.00
Cost of stencils and paper for mimeographing handouts	78.00
Postage for mailing brochures	47.00
Envelopes for mailing brochures	32.00
Total Cost	$307.00

(f) Speeches and Board Reports:

It is important to keep the parents, teachers and administrators of the local district well informed. To facilitate this aspect of dissemination, members of the Title III staff have attended meetings and given speeches to local PTA

groups, in-service education meetings, orientation of new teachers to the district, school board meetings and administrative council meetings. A speech was also given at a joint meeting of superintendents, executive heads and school board members of Delaware County, Ohio, city, county and local school districts.

Another means of communicating with local school personnel is through monthly board reports. These reports are reproduced in Appendix R as a way of illustrating local communication and as a means of indicating project activities during the past four months.

6. Methods and Procedures for Continuing the Project Without Federal Support

At the present time the South-Western City School District is in the process of developing plans for phasing out the Federal support for the Interdisciplinary Multi-facet Reading Project.

The South-Western City School District has recently formed a School Community Federal Programs Committee which is charged with the task of coordinating existing Federal programs into the regular curriculum and services of the school district. This latter task is diligently being confronted, but is as yet not completely resolved. While specific plans are not complete, present action clearly indicates that the demonstration projects will not be dissolved. The direction of planning is indicated by a recent four-year plan of library development for the school district. This plan provides for maintaining the Monterey Elementary School Learning Center without ESEA Title III monies.

The following action is also being considered:

(a) Maintaining Monterey Elementary School as a demonstration, innovation and research center, in as far as possible, with local funds.

(b) Extending some parts of the program to other schools in the district with local support. It is hoped that eventually the district can provide a program for all pupils at the per pupil cost of the present project (approximately $600). The present district average is $440.

7. Costs for Grant Period This Narrative Report Covers

(August 1 - December 31, 1966)

$37,424.70	Total cost.
None for Grant per se	Total non-Federal support
$94,608.00	Total Federal support under Title III, P.L. 89-10. (August 1, 1966 - July 31, 1967)
$8,030.00	Total Federal support other than Title III, P.L. 89-10.

APPENDICES

APPENDIX A

Evaluator-Consultant Reports

Monterey Elementary School - Fall 1966

A team of evaluators assessed the program at Monterey Elementary School in October, 1966. The following is a report of their answers to a list of questions concerning the Interdisciplinary Multi-facet Reading Program at Monterey Elementary School. The evaluators, Dr. Martha King, The Ohio State University; Miss Georgina Silliman, Miami University, Oxford, Ohio; and Dr. Martha Dallmann, Ohio Wesleyan University, prepared their reports independently. The response given by each evaluator is presented below each question. Only general comments on strengths or weaknesses are included. Specific comments, such as, "Mrs. Smith should clean her blackboard," or "Mr. Jones spends a great deal of time on word drill," have been deleted. Evaluators were also asked to write questions that they felt should have been asked but were not included on the list. These are labeled NEW QUESTION. Questions and answers are listed under major headings, such as, THE READING PROGRAM. The general answers are quoted except for minor editing to remove names of teachers, etc.

AFFECTIVE CLIMATE:

1. Is the staff interested and enthusiastic about teaching?

> "Each member of the staff interviewed expressed enthusiasm regarding the help received especially from the materials center, the counselor, and the reading specialists. Much interest was expressed by the staff regarding the many visual materials available. The bulletin boards and room environment exhibited staff interest."
>
> "The teachers by words and manner, without exception, showed a real interest -- even enthusiasm, in several cases -- in teaching."
>
> "Attitude toward their work, the project, and their pupils was very positive; however, some are somewhat overwhelmed. A sense of commitment was evident."

2. Do teachers respond to pupils with understanding and consideration?

"Generally there was good rapport between teachers and students. Children had the opportunity to work in a variety of interest areas."

"Acceptance and tolerance of pupils was general; pupils felt at ease with teachers and their peers."

"Teachers universally responded to pupils with consideration."

"Teachers appeared to want to do more to provide for individuals, but were sometimes frustrated because of class size or lack of professional skill in dealing with the problem."

3. Do the teachers cooperate and share ideas about daily problems and procedures?

"The espirit de corps in the building is high."

"When I interviewed two teachers from one grade level at the same time, they would each answer 'we', 'our', or 'us'. There was a good feeling about cooperative work and recognizing the colleague."

"The inclination is present, but the accomplishment of this goal has not yet been achieved. Two or three possible explanations of this -- a number of new staff members who are just getting to know each other, time problems and inability of teachers to chat informally, plus general inexperience of staff. It takes time in a profession to begin to conceptualize about issues and generalize to a degree that you can apply knowledge and skill to another's situation. But teachers want to work closely together."

NEW QUESTION: Are pupils willing to receive instruction (communication) and do they respond with satisfaction?

"Children generally give the impression of feeling responsible. They wanted to participate in the class -- now, whether this is due to deep personal involvement in learning or willingness to acquiese can be left only to conjecture at this point. They were deeply proud and satisfied with the stories they had written, the books they had made, the play they had presented. Higher satisfaction was evident when pupils were individually involved."

NON-AFFECTIVE CLIMATE:

1. Does the administrative atmosphere in the school reflect proper order and organization of teaching-learning activities?

"The teachers have every opportunity to function within the framework. Certain necessary building schedules and regulations (recess, lunch, library, etc.) exist within the classroom but each teacher has the latitude to organize and teach according to her personality, philosophy, and basic teaching principles. Teachers are provided much help and assistance by the administration. There is an orderly business atmosphere within the building. Administrative support in child management."

"Atmosphere is one of acceptance, optimism, service to teachers, and innovation."

"The administration seems to be imbued with the point of view that they are there to serve. Proper order and organization were reflected."

2. Do teachers conduct class activities in an informative and imaginative manner?

"The variety of methods used within the building was amazing. It consisted of examples: recording a child's story, sharing individual reading, book sewing, proof reading, film strips, formal class instruction, planning a display, etc. Child response effective."

"There was considerable variation in the imaginativeness with which class activities were conducted."

"There is evidence of real desire to teach this way; however, at least two-thirds are hampered by lack of technical skills and personal habits of imaginative thinking that makes behaving in such a manner easy."

3. Do teachers provide for individual differences in classroom activities?

"There is a wide range for differences in the language program as shown in children's writings, reading materials, and displays. Children proof reading their own materials. In arithmetic, social studies, science, and weekly reader, there was whole class teaching."

"Presently, individualization tends to care for differences in levels of achievement more than differences in interests or attitudes. Perhaps this is all one should expect now."

4. Do teachers make adequate use of the available teaching materials and resources?

"With no exception the rooms showed that there was a good source of materials within the building: films, pictures, bulletin boards, and books."

NEW QUESTION: Is there balance in the total learning experience? Does the reading program enhance or hamper the other curricular goals?

"My guess is that the reading emphasis has brought imbalance. Clue is the amount of time spent daily on reading . . . other distribution of resources."

NEW QUESTION: To what degree do teachers utilize first-hand and kinesthetic experiences as compared to secondary, paper-pencil assignments?

"Evidence is that curriculum is 'print-centered'. Children seemed to be writing, reading from books, answering questions from books, watching the teacher write, or participating in word drills most of the time."

THE READING PROGRAM:

1. Are the teachers utilizing procedures which will help them in determining the specific strengths and weaknesses of individual children in learning to read?

"Both individualized reading and language-experiences approaches facilitate attention to the individual."

"One deterrent to identifying children's specific strengths and weaknesses is that teachers feel insecure in their knowledge of the total spectrum of reading skills."

2. Is reading instruction being correlated with the other language arts?

"This is your real strength. There was reading in everything being done. The many books in evidence and the children's regard for the books says how important reading is in this school."

3. Are the children learning how to read in the content areas?

"There seemed to be an interest, curiosity, and urgency in many rooms and the children's part 'to find out' and 'to know' was evidenced by the questions asked, the vocabulary lists, books being read, pictures being examined, and search being made."

"At the literal comprehension level. More attention should be given to interpreting data, summarizing, and generalizing <u>about</u> data <u>after</u> consulting more than one source."

4. Are the children learning to use the various reading skills?

"In primary grades, children are learning phonetic analysis skills of consonant sounds (beginning and ending), short and long vowel sounds, rhyming words. They are learning literal comprehension skills."

"Not enough attention (perhaps?) to root words, prefixes and suffixes. Again, <u>literal</u> <u>comprehension</u> skills take precedence over <u>interpretation</u>, <u>critical</u> <u>reading</u>, <u>appreciative</u> <u>reading</u>, or <u>evaluation</u>."

"There seemed a lack of effective procedures for teaching skills of oral reading."

5. Are the children developing a positive attitude toward reading?

"Very enthusiastic and cooperative children. The attitude of wanting to know seemed to be present in every room."

"Yes, indeed!"

LEARNING CENTER:

1. Does the learning center serve as an integral part of the reading program by providing readily accessible books and materials?

"Books are accessible to all children. Materials are provided and are at many levels with a variety of content. Books are shelved according to reading levels so children may peruse and choose appropriate reading materials."

"For being in operation only seven weeks, the learning center is phenominal! However, it will continue to be hampered by the physical surroundings."

2. Does adequate teacher-librarian planning exist?

"The librarian and teachers seemed to understand the purpose of each and worked together well."

"The librarians are anxious to give any help to teachers and children."

3. Are provisions made for learning and developing library skills?

"There is room for groups to come to the library for direct instruction in use of the library. There is time for individual instruction in library use and practice in using skills."

4. Does the learning center promote independent study and reading by pupils?

"The accessibility of the library makes it inviting for reading and study. The pleasant atmosphere is conducive to reading and study. The enthusiasm of the personnel is helpful to children's attitudes toward study and reading."

READING COORDINATOR:

1. Do the teachers view the reading coordinator as a valuable resource?

"The teachers are most appreciative of the direction and focus given to the reading program by the reading coordinator."

"Yes, universally, but strongest among the inexperienced teachers."

2. Are specific activities of the reading coordinator mentioned as being particularly effective?

"Appreciation of consultations and the good suggestions given with sound advice and basic principles were high in teacher comments."

"Yes, especially help with materials and techniques for dealing with special learning problems. Liked the consultant to help in the classroom."

COUNSELING AND GUIDANCE PROGRAMS:

1. Is counseling provided for individual pupils with educational or personal problems which are associated with reading?

"All the teachers felt the counselor was an asset to the program as a source of help when there was a need."

SCHOOL-COMMUNITY RELATIONS:

1. Is there effective communication between the school and the home concerning the reading program?

"Parents are aware of the many books available. Parents are aware of the fact that children are reading more."

IN-SERVICE EDUCATION:

1. Do teachers view the in-service program as facilitating their professional growth and development?

"Teachers were appreciative of in-service assistance. In-service had been specific in direction."

"General reaction to the in-service program was positive, even though teachers now feel overwhelmed with so much activity."

GENERAL COMMENT:

"Staff is to be congratulated on accomplishing so much in such a short time. Both the principal and the project staff should be complimented for the excellent human relations climate in the building."

APPENDIX B
Standardized Test Data

THE IOWA TESTS OF BASIC SKILLS

Report of System Averages
With Percentile Ranks

Monterey Elem. School

Date tested - 11/66 Fall

Number Tested	Vocab-ulary	Reading	Language Total	Work St. Total	Arithmetic Total	Composite
Grade 3 61	35.4 79	34.4 65	36.0 77	34.8 83	34.4 79	35.0 79
Grade 4 72	41.2 49	42.0 52	44.1 66	44.6 79	41.1 50	42.5 61
Grade 5 82	50.9 49	50.9 46	53.4 59	54.2 72	47.0 27	51.3 48
Grade 6 31	62.0 55	60.5 46	63.5 64	63.8 67	57.9 35	61.5 56

Key: 35.4 - Grade Equivalent Score
79 - Percentile Rank

APPENDIX C

SUBJECTIVE EVALUATION OF MULTI-SENSORY KINDERGARTEN

September - December, 1966

Weaknesses

The major weakness of the program so far involves the difficulty of providing for individual differences. There appear to be 3 factors involved:

1. Large number of pupils in the class (31).

2. A short school day (2½ Hours).

3. The wide mental age range (4 years, 5 months, to 6 years, 10 months, a 29-month span.)

In order to provide adequately for individual differences, given the mental age range, the largest feasible instructional group is 10. Five children to a group would be optimum. If 10 children form an instructional group, and 2 groups can operate at any given time with teacher and aide, one group will not receive direct instruction at any given time. Because of the short attention span of five-year-olds, work periods must be spaced in such a way that play and rest activities follow each work period. We have found 2 ½-hour work sessions the maximum feasible work time when a 2½-hour day is utilized. Each individual, however, does not receive an hour of instruction per day since no more than 20 children can be given individual attention at any one time.

It is felt that any or all of the following would improve this instructional weakness:

1. Reduction of class enrollment to 15-20 children.

2. Reduction of mental age range to a 10 - 12 month span.

3. Lengthening of time kindergarten is in session.

The second weakness involves supervision. Under the present arrangement, the maximum amount of supervision time possible is 2 hours of observation of activities and particular children per month, and 2 hours of meetings with teacher and/or aide per month. Effectiveness of the program would increase considerably if supervision time could be increased to 4 hours of observation per month plus 4 to 6 hours of meetings with teacher and/or aide. During the first 2 months this time should be increased even more.

A third weakness involves the lack of available time for teacher planning. Research projects inevitably involve an increased amount of paperwork for the teacher. Attempts have been made to minimize this, but it exists, nevertheless. In addition the teacher is expected to attend a number of afternoon and evening meetings in addition to meetings directly involving the kindergarten program. The instructional planning involved in the program this year is very time consuming for the teacher because she is not used to thinking in terms of instructional goals first, then building a developmental sequence of tasks designed to meet the goals set. The teacher has been spending 1 hour per day on general lesson plans,

plus time spent devising activities for Johnny and Susie who need additional practice at a particular level of development.

Lastly: space. Either more space or fewer children is most definitely necessary.

Strengths

The ability of the teacher to note individual children's strengths and weaknesses has increased considerably. She has recently begun to use this information to plan instruction, a long step in the direction of providing for individual differences.

The children appear to have developed the ability to work independently and follow directions at a more mature level than is usually found in kindergarten. Frustration tolerance and the willingness to try new things has improved, primarily because careful planning has nearly eliminated instances of requiring a child to do something he is not ready for.

Children who will probably need special attention at the first grade level have been identified. There are some who will need supplementary work even though they have improved in the present kindergarten program more than they would have if they had not received readiness instruction. Educational planning and parent counseling can be done now, rather than waiting until third or fourth grade, when it is often too late.

Perhaps the most important strength of the multi-sensory kindergarten program is this: we've learned a lot about children, about what works and what doesn't, about staff relationships, about goals, programs, and materials.

Carol Dieringer
School Psychologist

CD:mb

12/20/66

PLANS FOR THE EVALUATION OF THE MULTI-SENSORY KINDERGARTEN PROGRAM

1967 - 68 School Year

Review of 1966-67 evaluation

A. Experimental group (Monterey)

In September the Stanford-Binet Intelligence Scale, Form L-M, and the Marianne Frostig Developmental Test of Visual Perception was administered to each child. Throughout the year, each child will be evaluated using a rating scale of developmental tasks especially designed for the kindergarten program. (Enclosed)

B. Control Group (24 Children randomly selected from all other kindergartens in the district)

The Frostig Developmental Test of Visual Perception, Stanford-Binet Intelligence Scale, and an experimental version of a Developmental Scale of Readiness (enclosed) were administered in October and November to these children.

1967-68 Evaluation of 1966-67 program

In April of 1968 the following tests will be administered to all experimental and control children:

1. The reading and arithmetic subtests of the Wide Range Achievement Test.

2. The Gates Primary Reading Test

The experimental and control group means will be compared to determine if there are statistically significant differences between groups.

Each item of the Developmental Scale of Readiness (Control Group) will be correlated with each achievement test to determine the predictive value of the item. Items having a low predictive value will be dropped from the scale. A weighting system for remaining items will be developed according to the predictive value of the item. This scale could then be used clinically to select children who need an intensified readiness program at the kindergarten level. Each task of the Rating Scales of Developmental Tasks will be correlated with experimental group achievement test scores. Those tasks with low correlation coefficients will be eliminated or time spent on them will be decreased. Those tasks which correlate highly with the criterion will receive instructional emphasis.

Carol Dieringer
School Psychologist

CD:mb

12/20/66

APPENDIX D

Special Reading Services Report

The following data is a summary of information obtained from the monthly reports of the special reading teacher.

Major Function	Approximate % of time in each *
Instruction	60% **
Testing (Screening)	10% ***
Conferring with Teachers	5%
Planning	15% ***
Recording Data	7%
Interviewing Parents	3%

* Summary of Monthly Reports

** Recent reports show instruction as high as 80%

*** % of time in testing and planning has decreased since the beginning of the year.

Number of Pupils Instructed Per Week			
Grade	Boys	Girls	Total
2-6	35	16	51 *

* Of these, 25 are instructed in small groups (3-5) and 26 are instructed individually.

Number of Pupils Referred During First Four Months of School			
Grade	Boys	Girls	Total
2-6	62	22	84
1	14	8	22 *

* These children were referred for administration of the Frostig Test of Visual Perception.

CIRCULATION REPORT FOR MATERIALS IN THE LEARNING CENTER

Months	Volumes Circulated	A - V Equipment	A - V Materials	Total Circulation	Average Volumes Per Child
Sept.*	1,268	145	117	1,530	1.69
Oct.	3,808	31	117	3,956	5.07
Nov.	4,893	137	84	5,114	6.81
Dec.**	3,496	134	50	3,680	4.90
Total	13,465	447	368	14,280	17.95

* The Learning Center did not open until September 13, 1966.

** The Learning Center closed December 23, 1966 for the month of December.

APPENDIX F

Counseling and Guidance Services Report

The following is a progress report of the major functions and activities of the school counselor during the first four months of the 1966-67 school year. Information for this report was obtained from reviewing weekly reports of counselor activities.

Counseling. The school counselor has held counseling interviews with a total of 194 pupils in Monterey Elementary School. A majority of these were self-referred contacts. Nearly 25% (43) of these interviews were as a result of teacher referral. The majority of these interviews were individual counseling sessions.

Testing. The counselor has directed the school-wide administration of the testing program. His most unique function in regard to testing has been the use of item analysis. The counselor, the teachers, the project evaluator·guide and the reading coordinator have been meeting together to fully utilize test results by conducting local validity studies and developing local norms.

Consulting. The counselor has served as a consultant to every teacher in the building at least once during the first four months. He has also participated in case conferences as a co-leader with Dr. Milton E. Foreman, a university consultant.

School Community Relations. The counselor has made five home visits and held twenty-five parent conferences. He has also participated on a P.T.A. panel discussion. In cooperation with the building principal and the P.T.A. Parent Education Committee, the first of a series of parent discussion groups has been planned (See next page).

The school counselor has also served to coordinate the services of other part-time pupil personnel workers, such as the school nurse and the school psychologist.

PARENTS' DISCUSSION GROUP

January 23, 1967 9:00 - 11:00 A.M.

MONTEREY ELEMENTARY SCHOOL

Open round table discussion on these topics . . . . . .

THE WORKING MOTHER

and

YOUR CHILD AND HIS PLAYMATES

Come as you are. Informal group discussion with Mrs. LeMoyne Brokaw, Principal; Mrs. Carolyn Forrest, Reading Coordinator; and Mr. Jack Frost, School Counselor.

CHILDREN WELCOME

REFRESHMENTS SERVED

Mrs. Melvin - P.T.A.
Parent Education Chairman

APPENDIX G

Pre-School Workshop Evaluation

This brief report is a listing of sample positive and negative comments made by workshop participants on Self-Report Forms.

One of the forms requested a rating. The participants were asked to rate the pre-school workshop on the following scale:

1	2	3	4	5
Poor	Below Average	Average	Above Average	Good

Of the fifteen responses to this scale, one participant rated the workshop as 3 (Average). Four participants rated the workshop as 4 (Above Average). Ten participants rated the workshop as 5 (Good).

The reaction to this rating is indicative of the positive feelings toward the workshop. Although both positive and negative comments are listed below, the positive comments far exceed those of a negative nature.

Positive comments:

"The very fact that we are going to be so much better acquainted with the reading program, our Learning Center and equipment (old and new) is wonderful."

"I have thoroughly enjoyed the sharing of ideas in discussions by Mr. Frost and Miss Silliman. They have given me new ideas and insights."

"I think the pre-school workshops were excellent on the whole. The extra two weeks in the building really got me ready to meet my children the first day in a proper frame of mind."

"The speakers helped me to remember many ideas I wanted to use this year, plus several new suggestions. All speakers were very good and I would not suggest omitting any of them if this is done again."

"Workshop of high value, worthwhile for all teachers every year for at least a week."

"I have enjoyed the pre-school workshop thoroughly. The guest speakers gave me new insight in how to handle various problems, how to look more closely at the individual. I loved Dr. Hahn's demonstration on making books and his talk earlier in the day. He was such an enthusiastic person, I am sure he 'sparked' all of us."

Negative Comments:

"At times it was geared too much toward the beginning teacher."

"We need more time for grade level meetings than what we have had."

"Too much material in too short a time in some areas."

The following is the schedule of the pre-school workshop held August 22 — September 2, 1966.

PRE-SCHOOL WORKSHOP

August 22 - September 2, 1966

Monday, August 22, 1966

8:00 - 8:30	Registration
8:30 - 9:30	Introduction and Brief Presentations Mr. Bernard Esporite, Project Supervisor Mrs. LeMoyne Brokaw, Principal Mr. John Bott, Assistant Superintendent
9:30 - 9:45	Break
9:45 - 11:30	Introduction to Tele-Lecture - Dr. Charles B. Huelsman, Jr., The Ohio State University
11:30 - 1:00	Lunch
1:00 - 1:15	Review of the Coming Two Weeks
1:15 - 3:00	Review of the Title III Proposal Group I - Returning Teachers - Mr. B.L. Esporite, Project Supervisor & Miss Nancy Bennett, Special Reading Teacher Group II - New Teachers - Mr. Wm. Poppen, Evaluator Guide & Mrs. Carolyn Forrest, Reading Coordinator

Tuesday, August 23, 1966

8:30 - 11:30 "Effective Observation of Children" by Miss Georgina Silliman, Miami University

11:30 - 1:00 Lunch

1:00 - 3:00 "Pupil Observation and the Reading Program" by Mrs. Carolyn Forrest, Reading Coordinator

Wednesday, August 24, 1966

8:30 - 10:30 "Introduction to the Learning Center" by Mrs. Patricia Bailey, Librarian

10:30 - 11:30 "The Counseling and Guidance Program by Mr. Jack Frost, Counselor

11:30 - 1:00 Lunch

1:00 - 2:00 "The Counseling and Guidance Program" continued by Mr. Jack Frost, Couselor

2:00 - 3:00 "Introduction to C-groups" by Dr. Milton E. Foreman, University of Cincinnati

Thursday, August 25, 1966

8:30 - 11:30 "A Teacher Uses the Learning Center" by Mrs. Patricia Bailey, Librarian, assisted by Miss Nancy Bennett, Special Reading Teacher (role playing)

11:30 - 1:00 Lunch

1:00 - 3:00 "Evaluation of the Title III Program" by Mr. William A. Poppen, Evaluator Guide

Friday, August 26, 1966

8:30 - 11:30 "Children and Books" by Dr. Harry Hahn, Oakland University

11:30 - 1:00 Lunch

1:00 - 3:00 Workshop on Bookmaking by Dr. Harry Hahn, Oakland University

Monday, August 29, 1966

8:30 - 9:15 "Team Teaching" by Dr. Albert J. Shuster, Ohio University

9:15 - 11:30 Grade Level Meetings

11:30 - 1:00 Lunch

1:00 - 2:15 Grade Level Meetings

2:15 - 3:00 "Perception Problems and Reading" by Mrs. Carol Dieringer, School Psychologist

Tuesday, August 30, 1966

8:30 - 11:30 Administration of the Gray Oral Reading Test by Dr. Charles B. Huelsman, Jr., The Ohio State University

11:30 - 1:00 Lunch

1:00 - 3:00 Gray Oral Reading Test continued by Dr. Huelsman

Wednesday, August 31, 1966

8:30 - 10:30 Interdisciplinary Seminar - "Influencing Classroom Behavior" by Mr. Sheldon Cohen, Principal, Bellefaire School, Cleveland Heights, Ohio

10:30 - 11:30 Speech and Hearing Services by Mr. Eugene Sibila, Speech and Hearing Therapist

11:30 - 1:00 Lunch

1:00 - 3:00 "Starting School with a Bang" by Mrs. LeMoyne Brokaw, Principal

Thursday, September 1, 1966

8:30 - 11:30 Grade Level Meetings

11:30 - 1:00 Lunch

1:00 - 3:00 "The Special Reading Program" by Miss Nancy Bennett, Special Reading Teacher

Friday, September 2, 1966

8:30 - 11:30 Free Time for Teachers to Work in Our Classrooms

11:30 - 1:00 Lunch

1:00 - 3:00 General Teachers' Meeting - Mrs. LeMoyne Brokaw, Principal

APPENDIX H

Case Conferences (C-groups)*

Three types of information are presented which indicate the effectiveness of the C-group meetings. The first is an abstract of an article submitted to the American Personnel and Guidance Journal. The second is a report of the teachers' responses to a modified form of an incomplete sentences blank developed by Seegars and McDonald. The third type of information presented is comments from teacher Self-Report Forms.

1. Abstract of an article presented for publication to the American Personnel and Guidance Journal.

"Case Groups: An In-service Education Technique

Milton E. Foreman, William A. Poppen, and Jack M. Frost

An elementary public school utilized Case Groups as part of a comprehensive in-service education program for its staff. The Case Group was designed as a paced learning experience incorporating elements from discussion, case study, and sensitivity training groups in the attempt to facilitate both cognitive and experiential aspects of the teachers' continuing professional growth. The kinds of growth experienced by the participants are described and subjectively evaluated tc the conclusion that the Case Group, or modifications thereof, has high potential for the in-service education of teachers."

---

* The name appearing above may be somewhat new to those who are familiar with the original project proposal. The original proposal intended t-groups (sensitivity training) to be a part of the in-service education program. The C-group is really a modified form of t-grouping and seems to be appropriate for elementary school teachers.

2. Responses to the incomplete sentences blank. (A copy of the instrument appears on the next page)

A total of 21 persons responded to five incomplete sentences concerning the C-group experience. This resulted in a total of 105 responses, with "No response" labeled as a neutral response. Comments were rated by an outside rater as either positive, neutral or negative. Sixty-five comments were rated as positive, twenty-six were rated as neutral and fourteen were rated negative.

3. The following are some random teacher comments in response to Item No. 3: (My evaluation of the group as a part of the in-service program is . . .)

(a) "Good — would be nice to have it continued."

(b) "Very good. I thought the subs worked out fine. The time spent was well worth it." (Note: Substitutes were hired to release teachers for these Friday morning meetings.)

(c) "I think it not only helped us to try to better understand children but also aided us in knowing one another better."

(d) "My ideas were professionally challenged."

(e) "Something every teacher in every school should be exposed to while she teaches, each year."

(Note: Not one of the teachers responded negatively to Item No. 3.)

II

Incomplete Sentences Blank

Date: _____

This questionnaire is nearly the same as the one you were asked to complete in mid-November pertaining to your reactions to the C-Group experience. The purpose is to compare the groups' initial responses to the present, now that some time has elapsed, and we have all had some additional professional experiences.

Please return this questionnaire to Bill Poppen as soon as possible. As before, it is unnecessary to sign this instrument, but it is coded according to the group in which you were a member. Thanks again.

1. My emotional reactions to the group are . . .

2. My objective reactions to the group are . . .

3. My evaluation of the group as part of the in-service training program is . . .

4. I would like to recommend . . .

5. My miscellaneous comments are . . .

6. My evaluation of the effects of the group in relation to my effectiveness as a teacher is . . .

APPENDIX I

Teacher Self-Report Form

NAME_____

DATE_____

Were any items listed under I-II-III traceable to the seminars, pre-school workshop or sharing sessions? List which, if you checked yes.

YES	NO

I. List any modifications of teaching procedures, new techniques used or change of emphasis:

A.

B.

C.

D.

II. List any concepts or beliefs about the teaching of reading which you have developed, modified or extended:

A.

B.

C.

D.

III. Professional materials read during past week:

A.

B.

C.

D.

IV. Evaluation of my teaching the past week (note any strong points, weaknesses, omissions, insights, etc.)

(Modified from Heilman, A. W., Cooperative Research Project No. 2709, The Pennsylvania State University, November, 1965, p. 63.)

APPENDIX J

Team Teaching . . . . . Comments by Team Members

The following comments were recorded during a team meeting held December 6, 1966, for the purpose of evaluation. These are subjective comments and are only intended to reflect teacher opinions at that time.

Positive comments:

1. Team teaching provides children with the opportunity to have the best prepared teacher present new material.
2. Team teaching provides stimulating and varying approaches to new materials.
3. Team teaching provides a variety of surroundings for children.
4. Team teaching provides teachers with an opportunity to work with individual children through the use of teacher aides.

Negative comments:

1. The class size is too large to allow effective teaming.
2. The team teaching room is not large enough to accomodate all the children comfortably.
3. The room divider in the team teaching room is not sufficiently soundproof.
4. It is difficult to learn to know pupils as individuals because of the team approach.
5. The planning time should be spread throughout the week rather than concentrated in one day.
6. It is difficult to evaluate the work of the pupils.

APPENDIX K

Cost of Project Evaluation

1. Cost of Evaluation - First Five Months

(a) Consultants

Dr. Martha King (Reading Program)	$100.00	
Georgina Silliman (Reading Program)	121.24	
Dr. Martha Dallmann (Reading Program)	100.00	
		$ 321.24
Dr. Car Foster (Counseling and Guidance)	100.00	
		100.00

(b) Testing and Materials

Gray Oral Reading Test	105.60	
Huelsman Word Discrimination Test	100.00	
		205.60
Iowa Test of Basic Skills	89.92	
Materials (paper, dittos, etc.)	57.40	
		147.32
Total - First Five Months		$ 774.16

---

2. Estimated Cost of Evaluation - Last Seven Months

(a) Consultants

2 Library Evaluators	$250.00	
1 Special Reading Evaluator	100.00	
		$ 350.00
(b) Materials and Tests for Post-Testing	165.00	
		165.00
Total - Last Seven Months		$ 515.00

---

3. Cost of Evaluation for Total Project $1289.16

Our Lady of Perpetual Help School
3280 N. BROADWAY
GROVE CITY, OHIO

APPENDIX L

January 4, 1967

Mr. Bernard Esporite
Supervisor, Title III
584 Dennis Lane
Grove City, Ohio

Dear Mr. Esporite:

The "Interdisciplinary Multi-Facet Reading Program" has been a great advantage to my teachers, and I would like to express my gratitude to you and your staff. We have benefited from the tele-lecture in many ways, namely listening to noted lectures in their given field and then the outcome - discussions with one another and with your faculty members. Sharing of ideas is of prime importance in the great field of education. The professional library has been of great assistance to my teachers - tape-wise as well as book-wise.

We are looking to the future and a greater participation in this program, not only for the teachers but also for the children. We are hoping for sessions where teachers can compare notes and each can help another in solving many classroom reading problems.

My thanks to you. It has been a pleasure working with you and your staff.

Very truly yours,

Sister Miriam Claire

Sister Miriam Claire, S.S.J.

APPENDIX M

DIOCESAN CHILD GUIDANCE CENTER
840 WEST STATE STREET
COLUMBUS, OHIO 43222

Phone: 221-7855

November 8, 1966

Mr. B.L.Esporite
Supervisor, Title III Reading Program
Monterey Elementary School
584 Dennis Lane
Grove City, Ohio

Dear Mr. Esporite:

In the last two months I made several visits to the Monterey Elementary School. The visits enabled me to get acquainted with your excellent demonstration project. During one of the visits you asked me to express my ideas on possible improvement of the services provided by the project.

I feel that the program, impressive as it is, could be improved in its child-psychiatric aspects. The children involved in the program, especially those in critical developmental phases, should be at first carefully screened to rule out possible emotional or mental disturbances. The screening could be done by a collaborative team made of a school psychologist, a school counsellor and a school nurse under the supervision of a child-psychiatrist. The screening should consist of a developmental schedule (physical, psychosocial and psychosexual), observation of class-room and playground behavior, and, if necessary, occasional psychiatric interviews. Children found to be in need of professional attention should then have a chance to get appropriate help in accordance with recommendations of the child-psychiatrist. Psychiatric help could be given in form of individual or group counseling to educators, individual or group therapy to parents, and, less frequently, individual or group therapy to children.

Personal data obtained through contacts with the children should be utilized in clinical research. Correlating emotional, developmental and perceptual deviations is probably the most suitable area of research.

My participation in the program could be arranged on a limited scale through the Diocesan Child Guidance Center or the Mt. Carmel Comprehensive Mental Health Center. Arrangement on private basis may be advisable, if greater involvement on my part is anticipated.

I hope to hear from you soon.

Sincerely yours,
Marcel Hundziak
Marcel Hundziak, M.D.

MH/jr

THE MANAGEMENT PUBLISHING GROUP / EDUCATION DIVISION

SCHOOL MANAGEMENT | P/I FOR SCHOOLS | COLLEGE MANAGEMENT | MPG CONSTRUCTION REPORTS

APPENDIX N

November 30, 1966

Mr. Bernard L. Esporite
South-Western City Schools
584 Dennis Lane
Grove City, Ohio

Dear Mr. Esporite:

Your think shop is a nice way to package a not-so-new idea. But the idea is good. It's sound. Other school districts would do well to use it too.

So, I would like to use it as feature article material. You've really given us only an outline of what it's all about, what you hope to accomplish, how you set these things up, what transpires during them (this is important -- we need examples and anecdotal material that shows the reader how these sessions truly involve and stimulate people) and (equally important) precisely what you get out of them. (On the last point, these sessions don't do much good if they just give people a chance to sit around and "be stimulated.") What we need to do is get back to you to flesh out this outline, put some meat on the bones, fill in some areas that are not touched on in your manuscript and structure the whole into an SM story. If you're willing to bear with us in this process, we'll have a writer contact you shortly.

And, yes, I would like to have information on your "Swap shop." It may go hand in hand with the article on the "think shop."

Sincerely,

James E. Doherty

James E. Doherty
Editor
SCHOOL MANAGEMENT

JED/emr

APPENDIX O

INTERNATIONAL READING ASSOCIATION

An Incorporated Non-Profit Professional Organization

TYRE AVENUE AT MAIN STREET
NEWARK, DELAWARE 19711

Please reply to:

H. ALAN ROBINSON
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637

President
MILDRED A. DAWSON
Sacramento State College
Sacramento, California

President-elect
H. ALAN ROBINSON
University of Chicago
Chicago, Illinois

Past President
DOROTHY KENDALL BRACKEN
Southern Methodist University
Dallas, Texas

BOARD OF DIRECTORS

Term expiring June, 1967
DOROTHY M. DIETRICH
Union Free School District
Uniondale, New York

HELEN HUUS
University of Pennsylvania
Philadelphia, Pennsylvania

ROY A. KRESS
Temple University
Philadelphia, Pennsylvania

Term expiring June, 1968
ALTHEA BEERY
Cincinnati Public Schools
Cincinnati, Ohio

BROTHER LEONARD COURTNEY, FSC
St. Mary's College
Winona, Minnesota

GRACE MCCLELLAN
Child Guidance Clinic
Winnipeg, Manitoba

Term expiring June, 1969
MARGARET EARLY
Syracuse University
Syracuse, New York

THEODORE HARRIS
University of Wisconsin
Madison, Wisconsin

EVE MALMQUIST
National School
for Educational Research
Linköping, Sweden

Executive Secretary-Treasurer
RALPH C. STAIGER

Assistant Executive Secretary
RONALD MITCHELL

Journal Editors

The Reading Teacher
RUSSELL G. STAUFFER
University of Delaware
Newark, Delaware

Journal of Reading
GEORGE B. SCHICK
Purdue University
Lafayette, Indiana

Reading Research Quarterly
THEODORE CLYMER
University of Minnesota
Minneapolis, Minnesota

November 25, 1966

Dr. B. L. Esporite
Southwestern City Schools
584 Dennis Lane
Grove City, Ohio

Dear Dr. Esporite:

Thank you for your recent letter. We hope that by the time you receive my reply, you have been able to meet our deadline and get your plan in for reporting research. Just in case you didn't get one, I enclose our mimeographed notice relating to abstracts.

We shall be pleased to have you make a presentation about your Title III planning program which you call "The Interdisciplinary Multi-Faceted Reading Program." If the two of you would like to present this as an Illustrated Lecture, we can schedule you between 4:00-5:30 P.M. on Friday, May 5, when we are having a few other illustrated lectures. This is the only spot we have left on the program and we must ask that the lecture be illustrated in some way since that is the way it will be publicized. You will have a one and one-half hour time period for the presentation. Please let me know right away.

Cordially yours,

H. Alan Robinson

H. Alan Robinson
President-Elect, IRA

HAR:rjw
Enc.

APPENDIX P

ONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS • NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D.C. 20036

THE YEAR OF THE NON-CONFERENCE

THE TEACHER AND HIS STAFF

December 16, 1966

Mr. Bernard L. Esporite
Monterey Elementary School
584 Dennis Lane
Grove City, Ohio

Dear Mr. Esporite:

The National Commission on Teacher Education and Professional Standards would like to thank you for submitting an application and for agreeing to participate as a Demonstration Center during The Year of the Non-Conference, 1966-67.

Our representative who made the on-site visit was thoroughly impressed with the program in your institution. As you know, we are identifying fifty centers throughout the country and are attempting to guarantee wide geographic distribution as well as appropriate diversification of programs. An announcement about the first thirty centers selected was made about November 15. Additional announcements will follow.

At the present time, your application has been placed on a "hold" status, pending additional nominations and reports from our other on-site observers. There is a good possibility that your institution will be asked to participate later in the year; we hope you will still be willing to be a part of the Non-Conference program at that time. Certainly, we will contact you before an official announcement is made.

Again, let me thank you for your cooperation and for your willingness to share your professional experiences with others. If I can answer any questions which you might have, please do not hesitate to contact me.

Sincerely,

James L. Olivero
Assistant Secretary and
Coordinator for
The Year of the Non-Conference

APPENDIX Q

BROCHURE

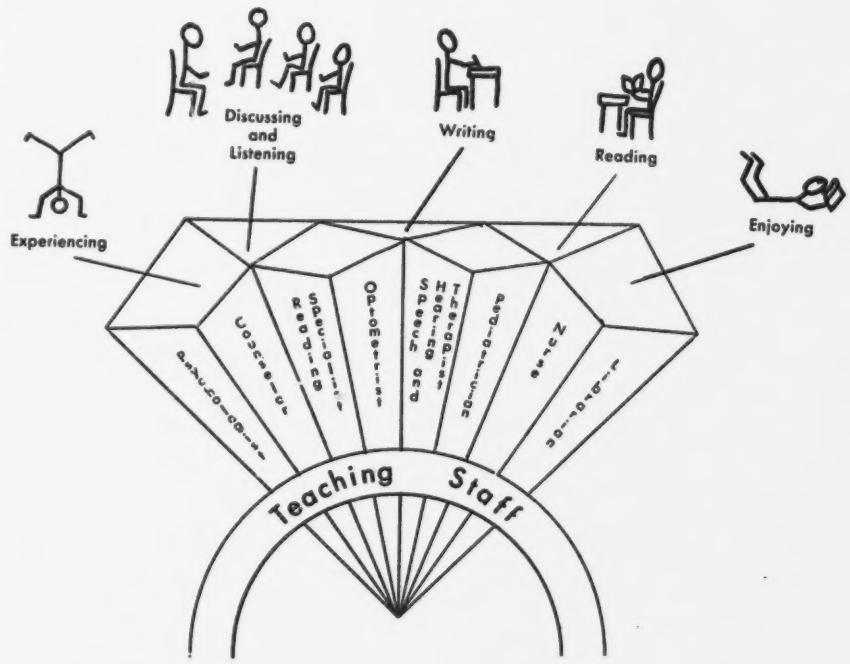
A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICE

"Interdisciplinary Multi-Facet Reading Program"

A PACE PROJECT

Supported by the U.S. Office of Education

Title III E.S.E.A. 1965



OPERATED by South-Western City School District
3708 South Broadway
Grove City, Ohio 43123

LOCATED in Monterey Elementary School
584 Dennis Lane
Grove City, Ohio 43123

ESEA TITLE III 1965

SOUTH-WESTERN CITY SCHOOL DISTRICT

THE TITLE III PROJECT

MULTI-FACET APPROACH TO READING

SUPPLEMENTARY PROGRAMS

PERSONNEL

REQUEST FOR VISITATION

APPENDIX Q

BROCHURE

The Interdisciplinary Multi-Facet Reading Program at Monterey Elementary School is intended to illustrate what can be done to provide optimal learning opportunities for all pupils by utilizing a multi-facet approach in language arts instruction. A variety of services of an interdisciplinary nature are included as a part of the program in order to demonstrate how such services support and enhance classroom instruction in reading.

The program is a result of five months of intensive planning with teachers, administrators, parents and professional consultants. It is designed to be responsive to the particular needs of the pupils, the school and the community.

The major objectives of the project are:

1. To provide a reading program that will develop thoughtful and discriminating readers who will view reading as one important aspect of communication.
2. To provide special assistance for children with problems in reading.
3. To provide an in-service education program to promote the professional growth of the teachers of reading.

The entire project is to be evaluated carefully and the results of the evaluation are to be disseminated to all interested persons.

The following pages present an overview of the major features of the project.

THE TITLE III PROJECT MULTI-FACET APPROACH TO READING SUPPLEMENTARY PROGRAMS PERSONNEL REQUEST FOR VISITATION

APPENDIX Q

BROCHURE

The reading program is a developmental program intended to serve Grades K-6. The first year of the program, 1966-67, is viewed as a **transitional year.** During this year, the reading program will evolve from its present multiple-text approach into an integrated language arts program.

Two areas will be given special emphasis during the 1966-67 school year. The **reading readiness** activities in the kindergarten are a planned program of multi-sensory learning experiences. The **special reading services** will provide learning opportunities to those pupils with problems in learning to read. The special reading services will be concerned with serving remedial, preventative and enrichment functions. The special reading services employs one full-time teacher with graduate training in teaching reading.

MULTI-FACET APPROACH TO READING

SUPPLEMENTARY PROGRAMS

PERSONNEL

REQUEST FOR VISITATION

APPENDIX Q

BROCHURE

No program within the school can operate in isolation, especially a reading program. The following supplementary programs and services are demonstrated at the Monterey Elementary School as being vital to an effective language arts program.

The Learning Center: The learning center staff consists of a certificated librarian and a materials expeditor. The learning center makes available to pupils, teachers and parents a variety of books and learning materials.

The Counseling and Guidance Program: In order to assist teachers in identifying the needs of pupils and in planning appropriate educational programs, the services of the school counselor has been expanded.

School-Community Relationships: The understanding and support of the parents and community are regarded as vital to the successful implementation of a new program.

An **advisory council** and a **parent education program** are incorporated into the program as means of establishing and maintaining effective school-community relations.

In-Service Education: In order to assist teachers in professional growth, an extensive in-service education program is included as a part of the project. A variety of in-service activities will be utilized, such as, a pre-school workshop, periodic interdisciplinary seminars and sharing sessions. The teachers will also have access to a professional library.

The "Time to Teach" Project: On a pilot basis the staff at the Monterey Elementary School will attempt to utilize team teaching in the sixth grade. The project will also employ a staff secretary and a teacher aide as a means of allowing teachers more time for teaching.

Participation of Nonpublic School Children: As specified in the E.S.E.A. Act of 1965, the Title III Project has established a plan to provide materials and services to the teachers and pupils of Our Lady of Perpetual Help School, the one nonprofit private school located in the immediate area of the demonstration school.

SUPPLEMENTARY PROGRAMS

PERSONNEL

REQUEST FOR VISITATION

APPENDIX Q

BROCHURE

SOUTH-WESTERN CITY SCHOOLS
3708 South Broadway
Grove City, Ohio 43123
Phone: 614-875-2318

DR. PAUL C. HAYES, Superintendent

TITLE III READING PROGRAM
584 Dennis Lane
Grove City, Ohio 43123
Phone: 614-875-0623

Mr. B. L. Esporite, Supervisor

MONTEREY ELEMENTARY SCHOOL
584 Dennis Lane
Grove City, Ohio 43123

Mrs. LeMoyne Brokaw, Principal

THE OHIO STATE UNIVERSITY
Child Study Center
65 South Oval Drive
Columbus, Ohio 43210

Dr. Charles B. Huelsman, Jr., University Consultant

REQUEST FOR VISITATION PERSONNEL

APPENDIX Q

BROCHURE

If you are interested in visiting and observing the Title III Project at the Monterey Elementary School, please return the following form to:

TITLE III READING PROGRAM
Monterey Elementary School
Grove City, Ohio 43123
Phone: 875-0623

Name _____

Position _____

Address _____

I would like to visit the Title III Project for a ____ full day, ____ morning ____ afternoon.

Preferred Date(s) _____

I would like to find out more about:

_____ **the total project**
_____ **the reading program**
_____ **the counseling and guidance program**
_____ **in-service education**
_____ **the advisory council**
_____ **the parent education program**
_____ **the "time to teach" project**
_____ **the learning center**
_____ **cooperation with the nonpublic private school**

REQUEST FOR VISITATION

APPENDIX R

BOARD REPORT - TITLE III

Things have really been hopping at the Monterey School since August 1, 1966. Since that date, we have been functioning under our operating grant. We have been hiring our auxiliary staff and acquiring our equipment and materials.

Two weeks prior to the opening of school, we conducted a workshop to orientate the entire staff to Title III. This was a very worthwhile experience and many of the teachers commented that all the professional staff should have this opportunity.

We have had two of our interdisciplinary seminars thus far. Classroom management has been the theme of these meetings. The second meeting, which was held in the evening, included the faculty members of Our Lady of Perpetual Help School. It was a gratifying experience to see these two faculties working together and responding to the consultant.

In addition to carrying on the program at Monterey, the Title III staff is planning the next phase of the project which is to be conducted at Brookpark Junior High School. We have introduced the administration and faculty of the school to Title III. Our next step will be to bring in a team of evaluators and have them work with a representative committee of teachers in order to determine the needs of the Brookpark School.

I would like to take this opportunity to invite each of you to visit Monterey and see what we are doing in our Title III Project.

E. L. Esporite, Supervisor
Title III Reading Program

ELE:pc

The Title III Interdisciplinary Multi-Facet Reading Program is a four phase project. The operation of the demonstration school at Monterey is Phase II. Phase III calls for the establishment of a demonstration program at Brookpark Junior High School. The Title III staff is presently engrossed in the writing of the junior high program.

Mr. Poppen, Evaluator Guide, has been interviewing the Brookpark staff members to ascertain their views for improving the reading program. In addition, the Title III staff has been reviewing professional literature and visiting outstanding programs.

Three consultants have been hired to review the present program and to assist in developing the junior high school Title III proposal. These consultants are: Dr. James Laffey, Assistant Professor of Education, specializing in secondary reading, Indiana University - Dr. Hugh D. Laughlin, Professor of Administration, specializing in junior high schools, The Ohio State University - and Dr. Ellsworth S. Statler, Principal of the Willowick Junior High School, Willoughby, Ohio.

This proposal must be submitted to the United States Office of Education by January 15, 1967.

BOARD REPORT - TITLE III

Since the beginning of school, the Title III Reading Program at the Monterey Elementary School has been visited by more than eighty people from outside the school district. We anticipate having over nine hundred people visiting in our building this year. It is very gratifying to see how enthusiastic our visitors are about the entire program.

It is also very interesting to note how rapidly the children and teachers have become accustomed to visitors. While walking in the halls, it is not uncommon to hear children commenting on how pleased they were to have had visitors, or to hear another child say he was disappointed that his classroom had not been visited during the day.

Occasionally, we have special workshops for visitors. On Friday, October 21, 1966, a unique learning experience took place in the conference room at Monterey. A group of sixth grade students instructed the members of the Title I staff in the art of bookmaking. This seemed to be a worthwhile experience for all of those involved.

There is a great demand for the creative books published by our students. A college professor visiting in one of our sixth grades was so impressed with an author's work that she attempted to purchase it from him.

Please feel free to join the growing number of visitors to our program at the Monterey Elementary School.

B. L. Esperito, Supervisor
Title III Reading Program

BLE:pc

BOARD REPORT - TITLE III

The Title III staff has had some interesting experiences lately. Mr. Esporite was a speaker at the recent State Supervisors' Convention. He described the Interdisciplinary Multi-Facet Reading Program for supervisors from various parts of the state.

Mr. William Poppen, the Title III Evaluator, collaborated with Dr. Charles B. Huelsman, Jr. on an article describing our in-service program. This article has been accepted for publication by The National Elementary Principal.

Mr. Bott and Mr. Esporite have collaborated on an article about "Think Shops" and it has been accepted for future publication by School Management.

On December 6, 1966, Monterey will be visited by a committee from the National Commission of Teacher Education and Professional Standards. Monterey has been nominated as one of the fifty demonstration schools for this commission. This committee will determine if we are qualified.

The evaluation of the Brookpark program is drawing to a close and the writing of the new Title III proposal has begun. The cooperation of the staff at Brookpark has been excellent and we are sure it will lead to a very worthwhile proposal.

BOARD RESERT - TITLE III

One of the most interesting activities for the month of December was the "Think Shop" held at the Curriculum Center on December 16, 1966. At this meeting, there were in attendance a panel of consultants, (Dr. Charles B. Hunleman, Jr., Dr. Albert Shuster, Dr. Jane Stewart) members of the Title III staff, Central Office representatives, Department Heads from Brookpark, Mr. Dagg and Mr. Walker. This group of people sat down and thought together about the best possible Title III program for Brookpark. It was an inspiring experience to see such a group formation together. Many fine suggestions were presented and will be incorporated into the Title III plans for next year.

With the holiday season upon us and the Title III staff involved in the writing of the new proposal, very few visitors toured the Monterey School in December. Starting January 16, 1967, we again expect a flood of visitors. If you have not visited our program, why not make reservations to do it now!

by

Mr. D. L. Esporito
Title III Reading Program

APPENDIX S

OHIO WESLEYAN
UNIVERSITY

DELAWARE, OHIO 43015

TO WHOM IT MAY CONCERN:

I have been in rather close touch with the Interdisciplinary Multi-Facet Reading Program E.S.E.A. Title III Project of the South-Western City School District, Grove City, Ohio, in two capacities, namely (1) as one of the evaluators of the Program and (2) as college instructor at Ohio Wesleyan University who has taken students in Education to the Monterey School of the South-Western City School District, for observation purposes.

The following statements give evidence of my belief that the Program is, indeed, worthwhile and that it is one that should be continued:

(1) The administrative and supervisory staff and the classroom teachers engaged in the Program are working wholeheartedly on the implementation of the proposal that the District made when applying for the grant for the current schoolyear.

(2) The administrative and supervisory staff and the classroom teachers have taken suggestions for improvement in a professional manner.

(3) Even though the Monterey School, in which the Program is being carried on, showed many signs of good teaching of reading before the new Program was initiated, improvements have been made, which are being reflected, it seems, in better learning by the boys and girls, professional growth on the part of the teachers, and insight into problems of teaching reading by college students who observe the program. I would think that the Program would also be a real help to administrators, supervisors, and teachers who come as observers.

(4) Plans for continuation of the Program, as far as I know, seem to be far-reaching and yet practical.

(5) The opportunity for observation by college students in Education afforded by the Program is a decided help in the pre-service education of teachers.

Martha Dallmann
Martha Dallmann
Professor of Education

January 6, 1967